School Quality Review Report

William McKinley Elementary School

School City of East Chicago

3/15/2018 – 3/16/2018

Review Team Members

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I.   Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

II.   Overview of the School Quality Review Process

The School Quality Review process is designed to identify William McKinley Elementary School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, community members, and school leadership (2) observed a professional learning community meeting with teachers, (3) observed instruction in 41 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 41 teachers participating. Parents were also invited to complete a survey, with 350 parents participating. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

# III.   Data Snapshot for William McKinley Elementary School

<table>
<tr><td colspan="8" align="center">School Report Card</td></tr>
<tr><td>2015-2016 Report Card</td><td>Points</td><td>Weight</td><td>Weighted Points</td><td>2016-2017 Report Card</td><td>Points</td><td>Weight</td><td>Weighted Points</td></tr>
<tr><td>Performance Domain Grades 3-8</td><td>34.9</td><td>0.5</td><td>17.45</td><td>Performance Domain Grades 3-8</td><td>34.1</td><td>0.5</td><td>17.05</td></tr>
<tr><td>Growth Domain Grades 4-8</td><td>78.10</td><td>0.5</td><td>39.05</td><td>Growth Domain Grades 4-8</td><td>77.5</td><td>0.5</td><td>38.75</td></tr>
<tr><td>Overall Points</td><td></td><td></td><td>56.5</td><td>Overall Points</td><td></td><td></td><td>55.8</td></tr>
<tr><td>Overall Grade</td><td></td><td></td><td>F</td><td>Overall Grade</td><td></td><td></td><td>F</td></tr>
</table>

Enrollment 2017-2018: 633 students

Enrollment 2017-2018 by Ethnicity

13, 2%   15, 2%   4, 1%   176, 28%
423, 67%

- Black
- Hispanic
- White
- Multiracial
- American Indian

Enrollment 2017-2018 by Free/Reduced Price Meals

94, 15%   30, 5%   509, 80%

- Free Meals
- Reduced Price Meals
- Paid Meals

Enrollment 2017-2018 by Special Education

109, 17%   524, 83%

- Special Education
- General Education

Enrollment 2017-2018 by English Language Learners

154, 24%   477, 76%

- English Language Learner
- Non-English Language Learner

Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
K	92.9	93.0	91.8
1	94.7	95.2	94.1
2	95.3	95.9	93.3
3	95.8	96.2	94.9
4	95.0	96.4	95.0
5	95.4	95.4	95.4
6		95.1	93.5

Attendance Rate Trend

94.8% (2014-2015)   95.3% (2015-2016)   94.0% (2016-2017)

School Personnel

Teacher Count 2015-2016: 45

| Teacher Count 2015-2016 by Ethnicity	Teacher Count 2015-2016 by Years of Experience

Teacher Count 2015-2016 by Ethnicity

- 7, 15% (Black)
- 17, 38% (Hispanic)
- 21, 47% (White)

Legend: ■ Black ■ Hispanic ■ White ■

Teacher Count 2015-2016 by Years of Experience

- 9, 20% (0-5 years)
- 8, 18% (6-10 years)
- 7, 15% (11-15 years)
- 9, 20% (16-20 years)
- 12, 27% (20+ years)

Legend: ■ 0-5 years ■ 6-10 years ■ 11-15 years ■ 16-20 years ■ 20+ years
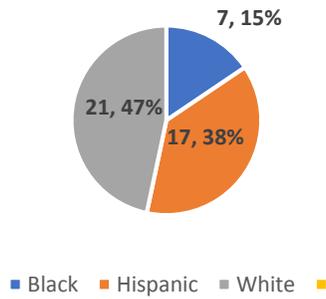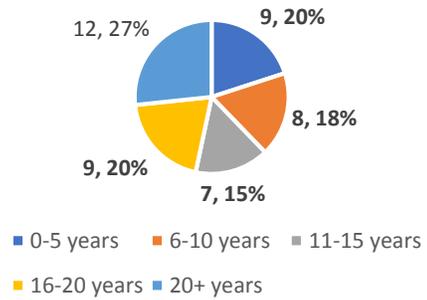
Student Academic Performance

ISTEP+ 2016-2017
Both English/Language Arts and Math

- 50, 16% (Pass)
- 258, 84% (Did Not Pass)

Legend: ■ Pass ■ Did Not Pass
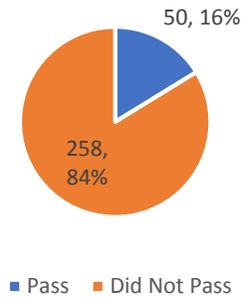
ISTEP+ Percent Passing Trend
Both English/Language Arts and Math

Year	Statewide	Corporation	School
2014-2015	~54%	~27%	31.3%
2015-2016	~52%	~22%	20.3%
2016-2017	~51%	~22%	16.2%

Legend: ■ Statewide ■ Corporation ■ School
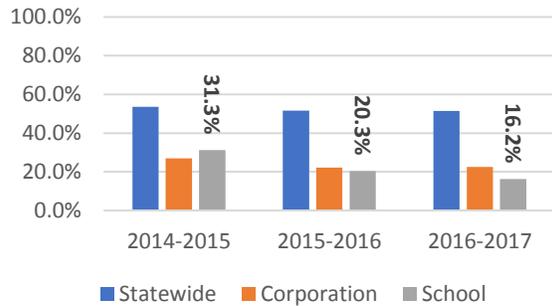
ISTEP+ 2016-2017: English/Language Arts

- 127, 41% (Pass)
- 181, 59% (Did Not Pass)

Legend: ■ Pass ■ Did Not Pass
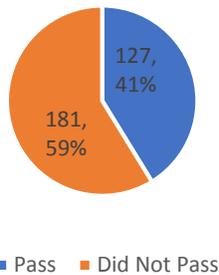
ISTEP+ Percent Passing Trend: English/Language Arts
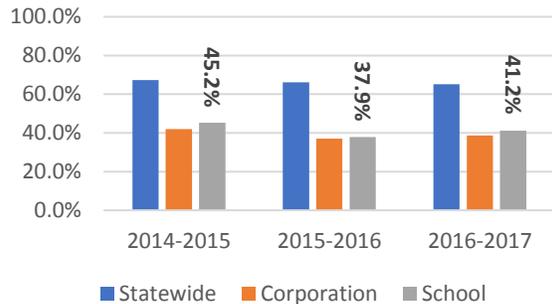
Year	Statewide	Corporation	School
2014-2015	~67%	~42%	45.2%
2015-2016	~66%	~37%	37.9%
2016-2017	~65%	~39%	41.2%

Legend: ■ Statewide ■ Corporation ■ School

ISTEP+ 2016-2017: Math

- 70, 23% (Pass)
- 240, 77% (Did Not Pass)

Legend: ■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend: Math

Year	Statewide	Corporation	School
2014-2015	~61%	~35%	40.7%
2015-2016	~59%	~29%	29.2%
2016-2017	~59%	~30%	22.6%

Legend: ■ Statewide ■ Corporation ■ School
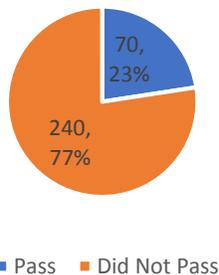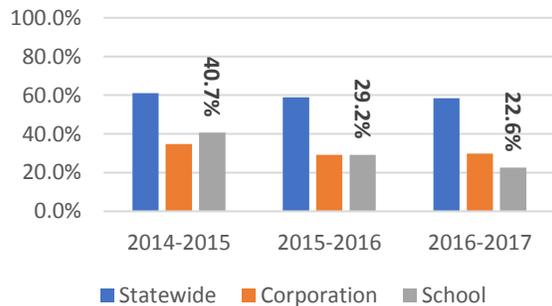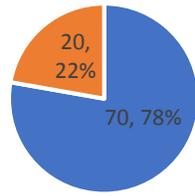
IREAD-3 2016-2017	IREAD-3 Percent Passing Trend
Pie chart: 70, 78% Pass; 20, 22% Did Not Pass	Bar chart showing Statewide, Corporation, School for 2014-2015 (76.2%), 2015-2016 (65.8%), 2016-2017 (77.8%)
IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017	IREAD-3 Good Cause Promotion Exemption Trend
No Good Cause Exemptions	Bar chart showing Statewide, Corporation, School for 2014-2015 (16.8%), 2015-2016 (20.3%), 2016-2017 (0.0%)
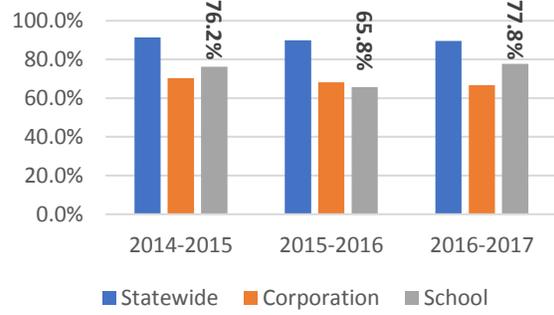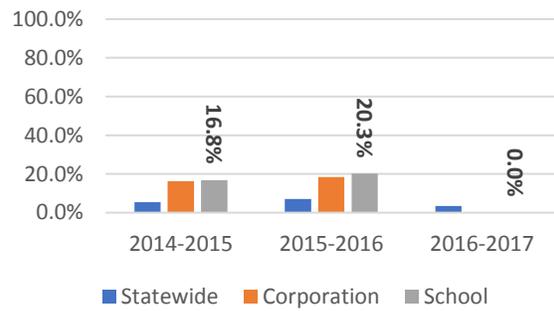
IV.   Evidence and Rating for School Turnaround Principle #3: Effective Instruction

Background

The next two sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by McKinley Elementary School			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
• The master schedule provides time each day for student academic interventions/enrichment and protected professional time.			• 3.1, 3.2, 3.5, 1.8 1.9, 2.2, 4.5, 5.3, 7.1, 7.2, 7.3
• A specials class focusing on STEM activities has been created, allowing all students an opportunity each week to participate in authentic, hands-on learning tasks.			• 3.1, 3.2, 1.9, 4.1, 7.1
• In 91% of classrooms observed, the room was arranged to support collaborative learning with easily identifiable work areas.			• 3.2, 3.6, 4.4

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• An articulated and coherent system of valid and reliable standards-aligned curriculum and assessment tools/processes does not exist.	• 3.1, 3.3, 3.5, 1.2, 1.5, 4.3, 4.4, 6.3
• In 76% of observed classrooms, lessons, assignments, and assessments lacked the rigor needed to further students' depth of knowledge or challenge their thinking in new and engaging ways.	• 3.2, 3.5, 3.6, 2.3
• In only 32% of classrooms were clear and consistent methods of checking for student understanding and adjusting the lesson as needed observed.	• 3.2, 3.3
• Minimal evidence of best instructional practice for English Learners in an immersion setting (SIOP components, meaningful use of academic language in all four language domains) was observed.	• 3.1, 3.2, 3.3

V.   Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

School Turnaround Principle 6: Effective Use of Data			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			

Strengths	Aligned Turnaround Principle Indicator(s)
• School leadership ensures multiple forms of data are collected and present at the building level.	• 6.1, 6.2, 1.1, 2.3, 4.1,
• Educators are provided a common planning and weekly collaboration time in order to discuss data, plan lessons, and discuss student growth and achievement.	• 6.3, 1.3, 1.6, 3.5, 5.3, 5.5
• Discussions with students made evident students are aware of their individual data and comfortable discussing it with teachers.	• 6.1, 6.2, 1.4, 2.2, 2.3,

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• Curriculum maps either do not exist (e.g., for math) or do not include assessments that align to measureable student performance data.	• 6.2, 6.3, 1.5, 1.6, 3.1, 3.5, 4.3
• An established coaching cycle is not aligned to classroom observations, student data, and professional development.	• 6.2, 6.3, 1.2, 1.6, 2.2, 4.2, 5.2, 5.3
• Classroom observations and school leader focus groups revealed teacher-created assessments do not consistently address the full depth of Indiana's Academic Standards. As a result, the data and student generated grades do not adequately reflect student growth and achievement.	• 6.3, 1.4, 1.5, 3.1, 4.1, 4.2

VI. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at William McKinley Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Collaboratively develop and implement a school improvement plan (SIP) that is based on a school-level comprehensive needs assessment (CNA). Ensure the CNA/SIP is completed in manner that (1) involves the school and district, (2) ensures meaningful stakeholder engagement, and (3) incorporates the collection, review, and analysis of qualitative (e.g., stakeholder surveys and focus groups) and quantitative data (e.g., student academic data). Following completion of the CNA/SIP, create and implement action plans and a continuous system for monitoring progress of identified priorities and goals.
Aligned Turnaround Principle(s)
3.6, 6.1, 6.2, 6.3, 1.1, 1.2, 1.4, 1.8, 2.3
Rationale
Comprehensive Needs Assessments (CNA) and School Improvement Plans (SIP), when done together, act as drivers for continuous improvement by creating an understanding of the current state and formulating a plan to move to the desired state. The CNA provides a framework for analyzing school data and performing root cause analysis to identify areas in which improvement is most critical. The School Improvement Plan (SIP) creates focus, intentionality, and aligns resources and efforts towards these areas identified most in need of improvement by the CNA. In this way, the CNA/SIP acts as a touchstone providing systematic focus for professional development, instructional coaching, interventions, scheduling, resource allocation, and other efforts being made towards school improvement. Furthermore, the Every Student Succeeds Act (ESSA), beginning in the 2018-2019 school year, will require a CNA from all schools identified as Comprehensive Support and Improvement (CSI).   Evidence throughout the review revealed efforts being made toward school improvement consistently lacked alignment to the school improvement plan. Specifically, it was observed that professional development, PLCs, and instructional coaching were not systematically aligned to school improvement goals. The SQR also revealed that the current school improvement plan was not written in the comprehensive and collaborative manner needed to achieve buy-in and drive improvement efforts.

Recommendation 2
Create subject specific curriculum maps that identify core skills and content to be taught as well as instructional strategies and resources to be used. Ensure the curriculum maps build off of district identified content scope and sequence that aligns to the Indiana Academic Standards. Furthermore, include in the curriculum maps, a cycle of formative assessments that provide teachers and students with the data needed to continuously improve interventions and instruction. Audit any pre-existing curriculum maps in order to ensure they contain each of the previously mentioned aspects.
Aligned Turnaround Principle(s)
3.1, 3.2, 3.3, 3.6, 6.3, 1.2, 1.5, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4
Rationale
Curriculum maps consolidate objectives, resources, instructional strategies, assessments, and the depth of knowledge addressed in standards based instruction. In this way curriculum maps provide the foundation on which professional development, a coaching cycle, and high-quality instruction can be constructed. Curriculum maps act to amplify the possibilities for long-range planning, short-term preparation, and clear communication among teachers during PLCs.[1] Furthermore, the inclusion of formative assessments within the curriculum maps creates the short-cycle data needed to drive academic interventions. Evidence collected throughout the review revealed that curriculum maps are infrequently used. Curriculum maps in math were not present. A review of the English/Language Arts curriculum maps revealed that key aspects needed to drive high quality instruction and interventions were missing. Furthermore, the teacher focus group, school leader focus group, as well as an observation of a grade level teachers' meeting made apparent that many teachers are relying on text books as a substitute for curriculum maps. This was viewed by the Technical Assistance Team as contributing to a lack of rigor in standards based instruction. During classroom observations, a rigorous depth of knowledge was only evident in 2 of the 34 classrooms observed.

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[1] Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum & Assessment, K-12. Alexandria, Va: Association for Supervision and Curriculum Development, 1997.

Recommendation 3
Establish an instructional coaching cycle that is defined by the following characteristics: (1) observation of instructional practices, (2) job-embedded professional development, (3) modeling of effective instructional practices, and (4) individualized feedback of classroom instruction. In order to support this process, develop and use a template to provide formative feedback to teachers on all classroom walkthroughs. Ensure collaboration between the instructional coach and English as a New Language Specialist to align instructional foci and ensure all students are receiving quality differentiated instruction. Additionally, clearly define the roles and responsibilities of the instructional coach to minimize time spent on tasks not directly related to improving classroom instruction.
Aligned Turnaround Principle(s)
3.1, 3.2, 3.3, 3.5, 6.1, 6.2, 1.9, 2.2, 5.3, 5.5
Rationale
The use of a structured coaching cycle acts as a dynamic and on-going form of professional development. A coaching cycle, when done with fidelity, facilitates teachers to develop strong standards-based lesson plans, receive formative instructional feedback, examine classroom data, and refine classroom practice. A coaching cycle acts as a vehicle to focus classroom practice on the school improvement plan's (SIP) identified goals and priorities. Still, opportunity exists within the coaching cycle to differentiate professional learning and meet the individual needs of teachers. Research has shown professional development, when reinforced by ongoing, job-embedded coaching leads to between eighty to ninety percent of implementation of new practices. Conversely, infrequent and decontextualized training resulted in implementation of less than twenty percent of new practices in classroom settings.[2]   Throughout the SQR, there was clear evidence of the positive impact an instructional coach had on improving instruction. However, classroom observations revealed a more structured, systematic, and intentional process to coaching teachers is needed. Furthermore, the instructional focus group and teacher focus group revealed that the instructional coach is completing a variety of administrative type duties, taking time away from those activities that can directly impact classroom instruction.

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[2] Buysee, Pierce, Effective Coaching: Improving Teacher Practice & Outcomes for All Learners, WestEd: NCSI, no. 508 (2015).

VII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle 1: School Leadership
Evidence Sources
Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School
Evidence Summary
Strengths   - On their survey, 75% of teachers agree or strongly agree with the following statement, "Our principal ensures students and teachers feel safe, welcome and ready to learn and teach."   - On their survey, 75% of parents agree or strongly agree with the following statement, "Our principal supports academically-focused relationships between teachers and parents."   - The principal adjusted the master schedule during the 2017-2018 year to ensure students had access to the computers needed for interventions.   Areas for Improvement   - The school improvement plan was not developed in a collaborative manner and fails to promote a clear approach for school improvement, which includes aligned strategies and a plan for monitoring progress.   - Classroom walkthroughs, although done regularly, do not provide the necessary formative feedback for teachers to continuously improve instruction and meet student learning goals.   - Professional development is not systemic and is consistently not aligned to the school improvement plan.

School Turnaround Principle 2: Climate and Culture
Evidence Sources
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by McKinley Elementary School
Evidence Summary
Strengths

Strengths
- Parent, student, and teacher focus groups revealed stakeholders believe that McKinley is a safe and caring environment.
- In 88% of classrooms observed, evidence of rules and procedures were demonstrated by teachers and students.
- In 97% of classrooms observed, interactions among teachers and students were positive and respectful.

Areas for Improvement
- Evidence of high expectations for academics appeared in only 38% of classrooms observed.
- In only 50% of classrooms observed were students observed taking risks by interacting with content in new and experimental ways.
- Leadership focus groups revealed that many students are receiving "afternoon tardies" as a result of parents taking students out of school early to avoid waiting in line to pick up their children.

School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems
Evidence Sources
Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by McKinley Elementary School
Evidence Summary

Strengths
- Every grade level has a 45-minute block for interventions each day.
- A full-time interventionist position was created with the task of using assessment data to identify and effectively remediate students on specific skills using purposeful strategies and resources.
- An ENL specialist monitors ENL students' academic progress and intervenes when necessary.

Areas for Improvement
- The school's lack of a formative assessment structure leaves the impact of interventions undetermined.

- No evidence was observed of a system to ensure that instruction is aligned to Indiana Academic Standards and adheres to the intended rigor of the standards.
- Curriculum maps either do not exist (math) or are missing important aspects such as standards-aligned assessments and interventions.

School Turnaround Principle 5: Effective Staffing Practices
Evidence Sources
Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School
Evidence Summary

Strengths
- Teachers participate in weekly professional development during "Late Start Wednesday" sessions where the leadership team reviews effective teaching strategies for implementation in classrooms.
- All teachers participate in weekly PLC meetings attended and lead by the principal and/or instructional coach.
- On their survey, 77% of parents agree or strongly agree with the following statement, "My student usually has the same teacher form the beginning to the end of the year."

Areas for Improvement
- The building principal has little to no input in hiring for open positions.
- Based on evidence collected from meeting minutes and focus groups, professional development lacks intentionality and focus. Topics for professional development are more the result of spur-of-the-moment, short-term issues rather than a part of a systematic strategy for school improvement.
- Although an instructional coach is being utilized, there is not a formal coaching cycle in place that prioritizes teachers who are most in need of support.

School Turnaround Principle 7: Effective Use of Time

Evidence Sources
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School

Evidence Summary

Strengths
- Grade-level teams have common planning time and meet weekly.
- The principal made adjustments to the master schedule after the start of the school year to ensure student access to computers needed for interventions.
- The master schedule is arranged to allow for weekly professional development and PLC meetings.

Areas for Improvement
- On their survey, 19% of parents disagreed with the statement "our school provides me with a copy of the schedule."
- It is unclear if greater designated time for interventions is provided to students who are two or more years behind in ELA and/or Mathematics.

School Turnaround Principle 8: Family and Community Engagement

Evidence Sources
Teacher Focus Group, Parent and Community Member Focus Groups, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by McKinley Elementary School

Evidence Summary

Strengths
- The school is utilizing a partnership with the community organization Geminus to provide an anti-truancy program to families. The program provides education, support, and alarm clocks to families to help improve school attendance.
- Beginning this year, the school created monthly parent nights intended to help keep parents informed of their child's progress, learning, and test results.
- Building administrators have made efforts to create and increase participation in the school's parent teacher organization. The parent teacher organization works to raise funds and sponsorship opportunities for students.
- Communication with families of English Learners is effective and English Learner focused family nights are an intentional way to engage these families.

Areas for Improvement
- The school's parent liaison has not been replaced after the person previously in the position resigned.
- Parent and guardian surveys are not administered on an annual basis. As a result, parental feedback is not consistently used as part of the school's improvement efforts.